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ABSTRACT

This workshop engages students of adult basic education (ABE) and English as a second language (ESL) students in the higher levels of communication necessary in the workplace: essay writing, filling out forms, and analyzing data. Students use statistics from the workplace to practice reading and manipulating data, workplace forms to practice filling in cells, and essay writing to describe an accident or training session. This curriculum guide for teachers and students provides the following: objectives, background information, a list of materials needed, a list of six suggested books, a syllabus for orientation, a syllabus for a refresher for continuing students, a bibliography listing six entries, and nine activities using forms and materials used in the workplace, such as vacation requests, word processing documents, resumes, memos, accident report forms, production sheets, and lists of supplies and materials. (KC)

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ED 425 289

Chicago Teachers' Center of Northeastern Illinois University and United Needletrades, Industrial, & Textile Employees

Worker Education Program

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Workplace Communication & Computer-Assisted Learning Workshop

1995

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Introduction

In the nineteenth century, factory workers were considered literate if they were able to write their names. Most jobs in the Industrial Revolution did not require the ability to read, write or do mathematics and training for advanced skill jobs was done long-term through observational and hands-on apprenticeship programs. (Gowen,1992) Immigrant workers with limited English-language skills were able to find jobs and work with little need for communication skills.

With the rise of technology and shift to a global market place, factory workers need to read and do math for their job and they need to be able to function in a document-oriented society. Changes in management and production practices such as statistical quality control, gain-sharing, just-in-time production, and participatory management are requiring a different set of skills from factory workers. (Carnevale, et al., 1990) It is important for workers to read production reports, order forms, and quality control statistics.

In addition, workers must put in writing vacation requests, daily production schedules, training reports, and fill out a number of personnel forms. Implementations such as these have called for higher level communication skills from a workforce that is increasingly limited English proficient.

The Worker Education Program, a joint partnership between the United Needletrades, Industrial, and Textile Employees (formally, the Amalgamated Clothing and Textile Workers Union) and the Chicago Teachers' Center of Northeastern Illinois University, is funded by a grant from the U.S. Department of Education National Workplace Literacy Program to prepare workers for the challenges of these changing times. The program provides classes which include: reading and writing, English as a Second Language, math, problem-solving, and teamwork. The program has served over 1,000 employees in the Chicago area and has implemented similar programs in Louisville, Kentucky, Cleveland, and Cincinnati, Ohio.

This workshop engages adult basic education and ESL students in the higher levels of communication necessary in the workplace: essay writing, filling out forms and analyzing data. Students use statistics from the workplace to practice reading and manipulating data, workplace forms to practice filling in cells and essay writing to describe an accident or training session.

This curriculum guide was written by Worker Education Program staff: Paula Garcia, Lead Adult Education Facilitator; Shobha Sharma, Training Coordinator; Sandy Kuzlik and Israel Vargas, Adult Education Facilitators for the Workplace Communication and Computer-assisted Learning Workshop.

Objectives

The objectives of the Workplace Communications Workshops are to provide workers with:

- upgraded writing skills needed to fill out report forms;
- improved document reading skills needed to read charts and graphs;
- math skills to tally production and formulate statistics; and
- expanded vocabulary needed to read work-related forms and documents.

Methodology

The Worker Education Program uses a worker-centered participatory approach in the classroom. Workers' needs and interests direct course content and material selection and maximum worker participation, cooperation, and initiative are encouraged. Facilitators guide the class toward acheiving course objectives while workers take an active role in their own learning. Workers provide the class with workplace forms and documents, examples of workplace situations, data gathered from the plant floor. In class, workers use individually assigned computers to become familiar with word processing and spreadsheet software applications which are used in their jobs

Materials for Class Activities

Materials from the workplace include:

- job application
- accident report form
- UNITE brochure
- product catalogue
- daily production reports
- customer order forms
- vacation request form
- training reports
- timesheets/timecards
- costing procedures
- Material Safety Data sheets
- work order form
- reject/defect report form
- insurance form
- material/supply request form

The following textbooks are used for engaging participants in writing activities, extracting data, and examples of workplace forms:

Auerbach, E. and Wallerstein, N. (1987). ESL for Action: English for the Workplace. Reading, MA: Addison-Wesley.

Barasovska, J. (1988). Getting Started with Experience Stories. Syracuse, NY: New Readers Press.

Barndt, D., Belfiore, M. and Handscombe, J. (1991). English at Work. Syracuse, NY: New Readers Press.

Gordon, J. (1991). More Than a Job: Readings on Work and Society. Syracuse, NY: New Readers Press.

Ligon, F. and Tannenbaum, E. (1990). Picture Stories. White Plains, NY: Longman.

Robinson, C. and Rowekamp,.J. (1985). Speaking Up at Work. New York, NY: Oxford University Press.

Workplace Communication & Computer-assisted Learning

Orientation Syllabus

Week 1 (2 sessions): Introduction to hardware and software

A. Uses of p.c.'s What can you use a p.c. for?
B. Computer components: monitor, keyboard, mouse, screen, disk, printer, etc.
C. Using the keyboard: function keys, number pad, Mavis Beacon Typing Tutor
D. Hands-on practice

Week 2 (2 sessions): Introduction to Computer-assisted Learning (CAL) Software

A. What are CAL programs used for?
B. Overview of available CAL software: Interactive GED, Math Trek, Student Writing Center, Rhubarb, Picture of English
C. Keyboard and commands as related to CAL programs
D. Hands-on practice

Week 3 (2 sessions): Introduction to Workplace Communication Workshop Activities (WCW)

A. Work-based uses of p.c.'s: word processing, spreadsheets, and charts
B. Accessing WCW activities for lab use: How to use lesson plan activities from Workplace Communication Workshop
C. Hands-on practice

Refresher for Continuing Students

Session 1: Computer Components and Functions

A. Components: keyboard, mouse, screen, disk, printer, etc.
B. Getting in and out of software programs
C. Getting in and out of files
D. Saving your work
E. Hands-on practice

Session 2: Introduction to Computer-assisted Learning (CAL) Software

A. What are CAL programs used for?
B. Overview of available CAL software: Interactive GED, Math Trek, Student Writing Center, Rhubarb, Picture of English
C. Keyboard and commands
D. Hands-on practice

Session 3: Introduction to Workplace Communication (WC) Activities

A. Work-based uses of p.c.'s: word processing, spreadsheets, and charts
B. Accessing WC activities for lab use: How to use lesson plan activities from Workplace Communication Workshop
C. Hands-on practice

Bibliography

Carnevale, A., Gainer, L., and Meltzer, A. (1990). Workplace Basic: The Essential Skills Employers Want. San Francisco: Jossey-Bass Publishers.

Dixon, C.N. and Nessel, D. (1983). Language Experience Approach to Reading and Writing: LEA for ESL. Hayward, CA: Alemany Press.

Gowen, Sheryl Greenwood. (1992). The Politics of Workplace Literacy: A Case Study. New York: Teachers College Press.

Kagan, S. (1989). Cooperative Learning - Resources for Teachers. San Juan Capistrano, CA: Resources for Teachers.

Kennedy, K. and Roeder, S. (1975). Using Language Experience with Adults: A Guide for Teachers. Syracuse, NY: New Readers Press.

Soifer, R. et al. (1990). The Complete Theory-to-Practice Handbook of Adult Literacy. New York, NY: Teachers College Press.

ACTIVITY 1A: VACATION REQUEST USING A FORM

In this activity, the student creates a form requesting vacation, using a word processing document:

1. Create a vacation request form, using the model attached.

2. Make sure to bold heading.

3. Change to plain and complete the rest of the form with a smaller font.

4. Use "underline" to type continuous lines.

VACATION REQUEST FORM

EMPLOYEE'S NAME: _____DATE SUBMITTED:_____

VACATION DATES/ TIMES REQUESTED:_____

EMPLOYEE'S SIGNATURE:_____

DEPARTMENT:_____ SUPERVISOR'S NAME:_____

SUPERVISOR'S SIGNATURE:_____

APPROVED: YES/NO DATE:_____

ACTIVITY 1B: VACATION REQUEST USING A LETTER

In this activity, the student writes a letter using a model, requesting vacation time.

1. Right justify and type your address on the top.

2. Then, left justify and type the date and address of the person you are writing to.

3. Type the greeting,'Dear' and then the name of the person you are writing to.

4. Write the message. (See below)

5. Close the letter by typing 'sincerely'and type your name.

MESSAGE

I will be absent from work for the period ----- to -------- because I will be using my vacation days. I will be back at work on--------- Please excuse my absence.

ACTIVITY 2: WORD PROCESSING DOCUMENT

In this activity, the student creates a document using the information provided and the word processing document.

1. Center justify and type in a title in bold for the excerpt below.

2. Left justify to type in the paragraph below.

3. Use bold for words like 'UNITE'.

4. Use tab keys before entering the bullet points.

5. Use italics wherever indicated

(The following excerpt was reprinted from the "Welcome to ACTWU" booklet by the ACTWU Education Department)

"UNITE belongs to the members. The more active the members, the stronger the union. You and your fellow members have the right to ..

- *elect the officers* of your local union.

-*attend local meetings* where members set policy and decide what the local will do

-*vote on the contract* that fellow members and UNITE representatives negotiate

-*elect delegates* to UNITE 's International Convention where the union's General Officers and Vice Presidents are elected"

ACTIVITY 3: RESUME WRITING

In this activity, the student writes a resume using the model attached.

1. Using the model attached, write a resume providing the missing information.

2. Center justify and type 'resume' using bold.

3. Type your name, address and phone number using plain text format.

4. Left justify and type 'education', 'experiences','interests' and 'references'.

5. Use tabs to space between headings and information.

RESUME
Susan Smith
123 Green St.
Chicago, IL. 60622
Tel.# 312-555-5255

Education:

Experiences:

Interests:

References:

ACTIVITY 4A: TYPING A MEMO

In this activity, the student types a memo using the model and alters some of the information.

1. Type in the attached memo. Do not forget to bold and center justify the word "memo".

2. Left justify and bold "To", "From","Date"and "Re".

3. Type in the rest of the memo and use spellcheck.

4. Change the memo date to August 15,1995.

5. Change the body of the memo to say,"they expect 250 -300 UNITE members" and sign up sheets can be returned to "Kim".

ACTIVITY 4B: MEMO ORDERING SUPPLIES

In this activity, the student types a memo ordering supplies from the list provided.

Write a memo to the purchasing department requesting the supplies listed.

1. 2 boxes of white paper.
2. 10 boxes of large paper clips.
3. 10 boxes of small paper clips.
4. 10 boxes of blue pens.

UNITE
333 Ashland Ave.,
Chicago, IL.60607

MEMO

TO: **Servicing Staff and Department Heads**

FROM: **Eric Choto**

DATE: **August 8, 1995**

RE: **Chicago Labor Day Parade**

Attached are a set of flyers about this year's Labor Day Parade for distribution. We would like to have a good showing of our members at this year's parade. We expect to have 150 to 200 UNITE members from our Joint Board marching in the parade.

Please distribute the enclosed flyer and return the sign up sheets to Linda. All members and their families who march will receive complimentary UNITE items including t-shirts for the parade.

Thank you for your cooperation.

ACTIVITY 5: ACCIDENT REPORT FORM

In this activity, the student fills the appropriate information using the picture and the template provided.

1. Look at the picture attached.

2. Using template, fill in the missing information.

3. Create your own accident report, thinking about a recent accident at work.

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ACCIDENT REPORT FORM

NAME:

DATE OF ACCIDENT: TIME:

SIGNATURE: DATE:

TYPE OF INJURY:

HOW DID THE ACCIDENT HAPPEN?

ACTIVITY 6A: MEMO REGARDING SAFETY

In this activity, the student types a memo on safety using the message provided and subsequently creates his/her own memo.

1. Using the word processor, type up the attached memo. Bold and center the word "memo".

2. Left justify and bold "To", "From","Date", "Re" information.

3. Type in the name of the person to whom this is addressed and type in your name after "from".

4. Put in today's date after "date".

5. Change the body of the memo to say, " The lines are always blocked with boxes. I suggest that we keep the aisles free of boxes to prevent any accidents to the workers when they try to move around."

6. Create your own memo suggesting a safety procedure.

ACME TOOL COMPANY
22 First Street
Chicago,IL.60606

MEMO

TO: All workers

FROM: Dan Donnelly

DATE: April 12, 1995

RE: Safety in the cafeteria

The janitorial staff will be coming in everyday at 1.00 p.m.to the cafeteria to start mopping and cleaning the floors. Please be careful when you enter the cafeteria and prevent any accidents by looking at the yellow signs that will warn you that the floors are wet and slippery.

Thank you for your cooperation.

ACTIVITY 6B: MEMO ABOUT IMPROVEMENT IN PRODUCTION

In this activity, the student types a memo using the message provided and also creates his/her own new memo.

1. Follow 1-4 from above.

2. Change the body of the memo to say, " The workers are taking too long to finish the product. As a group leader, I see that one of the workers in the line needs more training. We could use a worker with more training to work in this line and let the new worker watch for half a day to learn the process".

3. Create your own suggestion for improvement of a production process.

ACTIVITY 7: HOURLY PRODUCTION

In this activity, the student creates a spreadsheet and calculates number of parts made in an hour.

1. Using the spreadsheet, enter number of parts* made in the morning, afternoon and evening times in the appropriate columns.

2. Enter the total number of parts completed in 8 hours.

3. Calculate the number of parts completed in 1 hour.

*The students could give any number for parts made that they think is appropriate.

HOURLY PRODUCTION

DAYS	PARTS/MORN.	PARTS/AFT.	PARTS/EVE.	TOTAL/8HRS	PARTS /HOUR
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					

ACTIVITY 8: CHECKLIST OF SAFETY HAZARDS

In this activity, the student creates a spreadsheet and fills in inforamation about safety hazards.

1. Create a spreadsheet, center justify and create a title.

2. Then, enter 4 headings : conditions,safe, unsafe,comments.

3. Enter the different conditions listed below, using the form provided.

4. Enter 3 more possible hazards you encounter at your own job.

Follow-up activity:

5. Create another spreadsheet using,"ESL for Action" pg.97, using the question list provided.

CHECKLIST FOR WORKING CONDITIONS

CONDITIONS	SAFE	UNSAFE	COMMENTS
AISLES			
ELECTRICAL THINGS			
FLOORS			
LIGHTING			
SAFETY EQUIPMENT			
MACHINES			
STORAGE FOR TOOLS			
WORKERS' CLOTHING			
WORKERS' BEHAVIOR			
OTHER			

ACTIVITY 9: SUPPLIES AND MATERIALS

In this activity, the student creates a spreadsheet, and fills in relevant information.

1. Using the form provided, fill in the necessary information* about amount of each supply, item name, part number, color.

2. Also enter name of the worker and the date .

3. Enter department number and serial number for the supply request form.

4. Bring information from work about supplies used to make a product and create another spreadsheet.

* Students could generate these numbers based on personal experience at work.

#_____ Dept._____

SUPPLY REQUEST

No.	Amount	Item Name	Part #	Color
I				
II				
III				
IV				
V				
VI				

_____ _____

Signature Date

ACTIVITY 10: INVENTORY OF TOOLS, EQUIPMENT

In this activity, the student will create a spreadsheet to keep track of inventory of tools used on the job.

1. Fill in the part# and description of part.

2. Indicate status of the tool under the column 'condition'; if defective , broken or in good condition.

3. Using the information given for 2, create your own spreadsheet and fill out the inventory list.

4. Bring information from work and also create an inventory list of damaged or missing items.

INVENTORY

#	PART	DESCRIPTION	CONDITION
I			
II			
III			
IV			
V			
VI			

(Template)

ACTIVITY 11: PIE CHARTS

In this activity, the student fills out a pie chart with relevant information. Then, the student creates different pie charts using other criteria.

1. Fill out the information for time management (see activity in ESL for Action, p. 89).

2. Create a pie chart reflecting the information in step 1.

3. Answer the relevant questions.

4. Create your own pie chart with any information at work, involving different departments, products at the work place, time spent in different activities at work, each subject being a circle.